

**CLASSROOM TECHNIQUES USED IN READING ACTIVITIES IN ENGLISH
CLASSROOM: A NATURALISTIC STUDY AT MTs NEGERI SURAKARTA 2 IN 2015/2016
ACADEMIC YEAR**



PUBLICATION ARTICLE

**Submitted as a Partial Fulfillment the Requirements
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in English Department**

by

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APPROVAL

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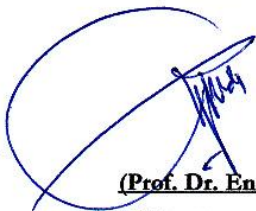
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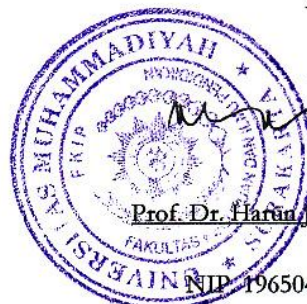
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**CLASSROOM TECHNIQUES USED IN READING ACTIVITIES IN ENGLISH
CLASSROOM: A NATURALISTIC STUDY AT *MTs NEGERI SURAKARTA 2* IN 2015/2016
ACADEMIC YEAR.**

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ABSTRACT

This study is carried out to describe classroom techniques used in reading activities in English classroom at *MTs Negeri Surakarta 2*. The aims of this research are: (1) to describe the kinds of classroom techniques used in reading activities, (2) the purpose of using each classroom techniques, (3) the teacher's roles, (4) the student's roles, (5) instructional materials used by the English teachers at *MTs Negeri Surakarta 2*. The type of this research is descriptive qualitative research especially naturalistic study in analyzing the data. The methods of collecting data in this research are observation, interview and document. The techniques of analyzing data are data reduction, data display, and conclusion. Credibility of the data is triangulation. The finding of the study shows that there are some classroom techniques used by English teachers at *MTs Negeri Surakarta 2* such as: reading aloud, question and answer technique, silent reading, skimming, and number heads technique. The teachers have roles as model, instructor, signs of trouble, source of knowledge, facilitator, evaluator, and manager. The students have role as monitor and evaluate their own progress, learners plan their own learning program, tutor for the other students, learners learn from the teacher, member a group and learn by interacting with other, and actively in learning. There are some materials used by English teachers, such as textbook, work book, dictionary, photocopy exercises, and power point on LCD. The conclusion of this research is that English teacher at *MTs Negeri Surakarta 2* used various classroom techniques which can improve the students' ability in reading. Various techniques make the student interested in English teaching-learning process. It does not make the class monotonous. The students become more active and creative. Based on the result, apparently, classroom techniques in teaching reading used by the teacher have important role in the teaching-learning process.

Key words: Classroom techniques in reading activities, teachers' and students' roles, instructional material.

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ABSTRAK

Penelitian ini terarah untuk mendeskripsikan teknik-teknik pengajaran yang digunakan dalam aktivitas membaca di kelas bahasa Inggris di MTs Negeri Surakarta 2. Tujuan dari penelitian ini, antara lain: (1) untuk mendeskripsikan jenis-jenis teknik pengajaran bahasa Inggris yang digunakan di aktivitas membaca, (2) tujuan dari setiap penggunaan teknik-teknik pengajaran reading, (3) peran guru, (4) peran siswa, (5) bahan-bahan pelajaran yang digunakan oleh guru-guru bahasa Inggris di MTs Negeri Surakarta 2. Jenis penelitian ini adalah penelitian deskriptif kualitatif terutama penelitian naturalistik dalam menganalisis data. Metode pengumpulan data di penelitian ini adalah observasi, wawancara, dan dokumentasi. Teknik analisis data di penelitian ini adalah reduksi data, pengkategorisasian data, dan kesimpulan. Kredibilitas data dalam penelitian ini adalah triangulasi. Penemuan dari penelitian ini menunjukkan beberapa teknik pengajaran reading yang digunakan oleh guru bahasa Inggris di MTs Negeri Surakarta 2, antara lain: reading aloud, teknik question and answer, silent reading, skimming, dan number heads. Guru juga memiliki peran sebagai model, pengatur, penyampai kesalahan siswa, sumber pengetahuan, pemberi fasilitas belajar, penilai, dan guru sebagai pengendali. Siswa juga memiliki peran sebagai pengamat dan penilai perkembangan pemahaman mereka sendiri, siswa sebagai pelajar yang membuat perencanaan program pembelajaran bagi diri mereka sendiri, siswa sebagai pengajar untuk siswa yang lain, siswa sebagai pelajar yang belajar dari guru mereka, siswa sebagai anggota dalam kelompok dan berkomunikasi dengan siswa yang lain, siswa sebagai pelajar yang belajar secara aktif. Dipembelajaran ini terdapat beberapa materi pendukung yang digunakan guru bahasa Inggris, seperti: buku pelajaran siswa, buku catatan, kamus, lembar fotokopi sebagai pelatihan siswa, power point di LCD. Kesimpulan dari penelitian ini adalah bahwa guru bahasa Inggris di MTs Negeri Surakarta II menggunakan berbagai macam teknik kelas yang dapat meningkatkan kemampuan siswa didalam membaca. Dengan adanya teknik ini tidak membuat kelas terasa monoton. Siswa lebih aktif dan kreatif. Sesuai dengan hasil, ternyata, teknik pengajaran reading dikelas yang digunakan oleh guru memiliki peran penting didalam proses belajar-mengajar.

Kata kunci: teknik kelas didalam aktivitas pengajaran reading, peran guru dan peran siswa, materi pendukung.

1. INTRODUCTION

In *MTs Negeri Surakarta II*, English is one of many subjects learning which is taught there. It is given to the seventh, eight, and nine grade students. The school applies 2013 curriculum in the teaching and learning process. The teacher is responsible for the students to give the teaching techniques of English learning easily that is suitable with the student's need. Teaching of English at *MTs Negeri Surakarta II* is integrated teaching. It is focused in teaching reading skill.

Actually, in *MTs Negeri Surakarta II*, English lesson is done as a whole; it is focused on reading skill. The teacher teaches reading activities in the lesson. Within a meeting of the lesson, the teacher had to explain reading aspects.

MTs Negeri Surakarta II obliges its students to learn English subject. In English class, the teacher should play an active role in teaching reading skill. The most of junior high school students are teenager and include to the category of young learners. The young learners have many different characteristic. How to learn of English is also different. Classroom techniques which appropriate are needed here. *MTs Negeri Surakarta II* finds some problems for students as they feel bored with English lesson in the classroom. The English class of *MTs Negeri Surakarta II* consists of 40 students in each class. It becomes important to make a research because as a researcher has to know what are the best techniques used in teaching reading. Based on phenomena above, the researcher try to investigate the teaching and learning process especially the classroom techniques when the teacher teaches reading to achieve the learning objectives.

The researcher interested having study in teaching learning process especially the classroom techniques in reading activities in English class at *MTs Negeri Surakarta II*. The researcher wanted to deeply know the teaching-learning process especially classroom techniques used by the teachers in teaching of reading in *MTs Negeri Surakarta II*.

Approach is a theory of language and language Learning. It is called Axiomatic. Method is a procedure or overall plan of presentation usually used by the teacher to get their aims in the teaching learning process. It is a procedural of teaching-learning process, although technique is a classroom practices or techniques used by teacher or the implementation of approach and method.

Anthony in Allen, 1965: 94 (in Fauziati, 2009: 14) views approach as "A set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is an axiomatic". The second term is method. Anthony (1963: 95) in Fauziati (2009: 15) defines method as "an overall plan for the orderly presentation of language material no part of which contradicts, and all of which is based upon the selected approach. A method is procedural. Classroom technique is an implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance which used to accomplish an immediate objective (Anthony, 1936: 96; Fauziati, 2009: 17).

Classroom techniques play the important role. To reaches the goal of teaching-learning process, the teachers found and used the teaching techniques which is appropriate with the

student's characteristics. Technique is something that actually takes place in language teaching and learning in the classroom.

Relevant to the above description on approach, method, and technique, Celce-Murcia (in Fauziati, 2014: 15) give her summary stating that an approach is general (e.g. cognitive approach), that a method is specific set of procedures more or less compatible with an approach (e.g. the silent way method), and that a technique is a very specific type of learning activity used in one or more methods (e.g. using colored rods of varying lengths to facilitate language practice in silent way).

Based on the review above, the researcher is interested in describing types of techniques used in the teaching English at *MTs Negeri Surakarta II*. To prove the originality of this research, the writer takes some previous studies related to English teaching technique. There are Utami (2011), Rahayu (2013), Revellia (2014), Ahsan (2015), and Prakusumasari (2015).

Sri Utami (UMS, 2011) studied about A Study on the Techniques of Teaching Reading to the First Year Student of *SMP Negeri 2 Colomadu*. This research aims at describing the technique used by the teacher in teaching reading in the first year at *SMP Negeri 2 Colomadu*, knowing the problems faced by the teacher and the strategies implemented by the teacher to overcome the problems. This research is a descriptive qualitative research. The researcher collects the data by observing the English class and conducting in interview with the teacher. Methods of collecting the data are observation, interview, and documents. The results of the research are first, the technique used by the teacher in teaching reading at the first year students of *SMP Negeri 2 Colomadu* is ICARE, the second, the problems faced by the teacher, and the third is the strategies to overcome the problems.

Heni Fitri Rahayu (UMS, 2013) studied about A Study on English Teaching Techniques on Reading Skill by Teacher to Promote Students' Participation of the Eighth Grade Students at *SMP N 2 Sawit* in 2012/2013 Academic Year. This research is aimed at describing: (1) teaching reading techniques used by English teacher in the classroom activities, (2) the teacher's roles in the classroom activities, (3) the students' roles in the classroom activities, and (4) the teaching reading techniques to promote the students' participation. The type of the research is descriptive qualitative research in which the data are obtained from elements that are related in teaching-learning process. The methods of collecting data are observation, analyzing data, and interview. There are five points found in this research, namely the technique for teaching reading, the process of teaching reading, teacher's roles, student's roles, and the problem faced by the teacher. The result of this research indicates that there are two techniques which promote students' participation; reading aloud and pattern drill. In the classroom activities, the teacher has roles as a facilitator, as an organizer, as a counselor, and a guide who handles teaching-learning process, while in the classroom activities; the students have roles as a communicator, and as a planner.

Shelvita Revellia (UMS, 2014) studied The Techniques of English Teaching used at *SMP Muhammadiyah 5 Surakarta*: A Naturalistic Study. The aim of her research is observing teaching-learning process of English at *SMP Muhammadiyah 5 Surakarta*. The objective of this research is to describe the techniques of teaching English implemented by the teacher at *SMP Muhammadiyah 5 Surakarta*. The type of her research is qualitative research especially naturalistic study. Methods of collecting data in this research are observation, interview and document. The conclusion of her research is that there are four techniques implemented by the teacher in teaching learning process of English at *SMP Muhammadiyah 5 Surakarta*. The techniques are namely Reading Aloud, Oral Repetition, Answering Question and Dialog Conversation.

Annisa Ahsan (UMS, 2015) studied The Techniques in Teaching Reading to the *Seventh* Grade of *SMP Negeri 2 Wonogiri*. The aims of her research are to identify the techniques in teaching reading and the procedures of teaching reading to seventh grade of *SMP Negeri 2 Wonogiri*. The type of her research is descriptive qualitative research. The result of this study shows that the researcher found as follow: (1) the techniques in teaching reading to the seventh grade in *SMP Negeri 2 Wonogiri* are reading aloud and KWLH technique.

Kukuh Prakusumasari (UMS, 2015) studied about the use of story- mapping technique in teaching reading skill in the second year at *SMP Muhammadiyah 6 Surakarta* in 2014/2015 Academic Year. The objectives of this research are to describe the procedure of teaching reading by using story mapping technique and to identify the result of story mapping technique in reading comprehension of narrative text. In her research, she used descriptive qualitative research. There are some results, such as the story mapping technique gives positive impact to the success of teaching reading of narrative text, story mapping technique helps the students to comprehend the content of narrative text easily, story mapping technique helps them remembering the important content of reading narrative text, the students are able to analyze the generic structure of the text , and they are more interested in joining teaching - learning activities, and the students develop their reading skill.

This study focuses on classroom technique used in teaching of English which the subject in *MTs Negeri Surakarta II* in 2015/2016 academic year includes the components of a technique itself, such as types of classroom techniques, the purposes in using each technique, teachers' and students' role in each types of classroom techniques. So, this study can extend the previous study and in other research field.

The writer applies several theories related with the previous study in order to support the data of the research. There are several theories to support her research namely Notion of Approach, Method and Technique, Notion of Classroom Techniques in Teaching Reading, Classroom Techniques in teaching Reading, and Instructional Material.

Richards and Rodgers (in Fauziati 2002: 11) identified approach is axiomatic. It describes the nature of the subject matter to be taught. It states a point of view, philosophy, an article of

faith, that is, something which one believes but not necessarily be proved. It is often unarguable except in term of the effectiveness of the methods which grow out of it”.

Antony (1963:96 in Fauziati, 2009: 16) defines technique is implementation which actually takes place in a classroom. Techniques must be consistent with a method, and therefore in harmony with an approach as well. Reading skill has some techniques to develop student's English reading skill.

Activities to improve student's bottom-up skills in reading are recognizing word meanings, recognizing phrases, recognizing sentence structure and comprehension. Activities to improve student's top-down skills are advance organizers, previewing, skimming and scanning, and prediction.

Cunningsworth (in Brown 1994: 7) stated that the role of materials (particularly course books) in language teaching namely: (a) A resource for presentation materials (spoken and written), (b) A source of activities for learner practice and communicative interaction, (c) A reference source for learners on grammar, vocabulary, pronunciation, and so on, (d) A source of simulation and ideas for classroom activities, (e) A syllabus (where they reflect learning objectives which have already been determined), and (f) A support for less experienced teachers who have yet to gain in confidence.

Johnson and Paulston (in Brown 1994: 7) said that learner role in individualized approach to language learning: (a) The learner is a planner of his or her own learning program and thus ultimately assumes responsibility for what he or she does in the classroom; (b) The learner is monitor and evaluator for his or her own progress; (c) Learner is a member of a group and learns by interacting with others; (d) The learner is tutor of other learners; (e) The learner learns from the teacher, from other students, and from other teaching sources.

Richard (1985: 23) states that there some teacher's role in the classroom such as: (1) Teacher as a facilitator, (2) Teacher as motivator, (3) Teacher as observer, (4) Teacher as manager, (5) Teacher as model, (6) Teacher as counselor, (7) Teacher as controller, and (8) Teacher as evaluator.

2. RESEARCH METHOD

This research is a Naturalistic study in teaching of English reading skill at *MTs Negeri Surakarta II*. Williams (1989: 66) describes that “Naturalistic inquiry is inquiry conducted in natural settings (in the field of interests, not in laboratories), using natural methods (observation, interviewing, thinking, reading, writing) in natural ways by people who have natural interest in what they are studying (practitioners, such as teachers, counselors, and administrators as well as researchers and evaluators). This study gets the data from the observations made by the researcher.

The researcher gets the data from three sources, namely: events, informants, and documents. The methods of collecting data in this research are observation, interview, and documentation. The techniques for analyzing data in this research are reduction the data, display

the data, drawing conclusion. The data validity in this research is triangulation, and the techniques of examining the data validity are source of triangulation, method of triangulation, research of triangulation, and theory of triangulation. The subject of this study is the English teachers and students of *MTs Negeri Surakarta 2*. The researcher observes all of class in grade seven until nine. The teachers' names are Dra. Sri Widayati, Dra. Hj. Savri Indiani Soeharno, M.Pd., Siti Rofiah, S.Ag., M.Pd. The object of this research is the researcher focus on the classroom techniques used in the teaching of reading at *MTs Negeri Surakarta II* in 2015/2016 academic year.

3. FINDING AND DISCUSSION

The research focuses on the questions problem statement such as: (1) Kinds of classroom techniques in reading activities, (2) The purposes of using each techniques, (3) Teacher's roles, (4) Student's Role, and (5) Instructional material used in reading activities at *MTs Negeri Surakarta 2*.

3.1 Kinds of Classroom Techniques in Reading Activities at *MTs Negeri Surakarta 2*.

3.1.1 Techniques used by Mrs. Siti Rofi'ah in reading activities. Some techniques used by the teacher such as skimming and number heads.

3.1.2 Techniques used by Mrs. Savri Indiani Soeharno in reading activities. Some techniques used by the teacher such as question and answer technique and silent reading.

3.1.3 Techniques used by Mrs. Sri Widayati in reading activities. Some techniques used by the teacher such as reading aloud and question and answer technique.

3.2 The Purposes of Using Each Techniques in reading activities at *MTs Negeri Surakarta 2*.

3.2.1 Reading aloud is to improve student's reading skill and pronunciation.

3.2.2 Question and answer technique is to know the student's ability to answer her question directly.

3.2.3 Silent reading is helping the students concentrate on what they read and developing the effective reading strategy.

3.2.4 Skimming technique is helping the students to read and to answer all of questions quickly.

3.2.5 Number heads technique helps the student to interest reading lesson and they develop their confidence to share their opinion.

3.3 Teacher's Role in reading activities at *MTs Negeri Surakarta 2*.

According Little wood in Anita (2005:20) states that teachers play roles as a facilitator of learning and as manager in the classroom. They may perform as a language instructor, as a consultant or advisor and as communicator. There are many kinds of teachers' roles in reading activities at *MTs Negeri Surakarta 2* namely: (a) Teacher as model, (b) Teacher as signs of trouble, (c) Teacher as manager, (d) Teacher as instructor, (e) Teacher as evaluator, (f) Teacher

as source of knowledge, and (g) Teacher as facilitator. The researcher concludes that teachers' roles at *MTs Negeri Surakarta 2* are appropriate with Little Wood theory.

3.4 Student's Role in reading activities at *MTs Negeri Surakarta 2*.

According to Johnson and Paulson (1979) in Richard (2001) learner roles in an individualized approach to language learning such as learners plan their own learning program, learners monitor and evaluate their own progress, learners tutor other learners, engage actively in learning, dialog and interaction with peers and teacher, performance and presentation and discussion.

The students' roles in reading activities at *MTs Negeri Surakarta 2* such as:

3.4.1 Student Engage Actively in Learning. Students can be active in teaching-learning process.

They can follow all activities that happened in classroom.

3.4.2 Student as Learner Member Group and Interacting with Other. It means that the students as learner member group must active in all activities in their groups. The students follow the learning process and interact with other to discuss the task.

3.4.3 Student as Tutor Other Learners. Students as tutor other learner, it means that they become a tutor for other students; they help their friends to achieve the learning objective.

3.4.4 Student Shows Respect. Showing respect for self and others is one of the most important things; a student can contribute in learning activities.

3.4.5 Student as monitor and evaluator means that the students can see how far they understanding the material. If the students feel their result is bad, they can evaluate their self. They can change the learning style.

3.4.6 Student as participant means that the student who followed the appropriate command instruction from the teacher.

3.4.7 Student as learner learns from the teacher and other sources means the students learns from their teacher's knowledge and the other sources of knowledge, such as: their environment, text book, movie, or the other media which used by the teacher that supports of their study.

The explanation above showed that the students' roles at *MTs Negeri Surakarta 2* are appropriate with the Johnson and Paulson theory.

3.5 Instructional Materials used at *MTs Negeri Surakarta 2*.

The materials are used by the English teacher at *MTs Negeri Surakarta 2* are textbook, picture in the course book, and slide. The textbook is used by the teacher in every teaching learning process. The teacher used some books as students' hand book. The teacher and students used book published on year 2013, entitle "*Passport to the World*", the second from ESIS publisher year 2013 entitle "*Seri Pendalaman Materi SMP Bahasa Inggris*", and the last from "*Detik-detik Ujian Nasional Bahasa Inggris*". The reason from English teacher chooses those books because those books are relevant with the curriculum and syllabus. These are

materials are printed materials. Sometimes, the teacher also used the supplementary material taken from internet. The sources taken from internet are called non-printed sources.

Materials used at *MTs Negeri Surakarta 2* are appropriate with Richard theory. According to Richard (1990: 1), the kinds of Instructional Materials (Richards, 1990: 1):

- a. Printed materials such as (books, workbooks, worksheets or readers),
- b. Non-printed materials such as (audio materials, videos or computer-based materials),
- c. Materials that comprise both printed and non-printed sources such as (self-access or self-study, materials on internet).
- d. Additional materials not designed for instructional use such as (magazines, newspapers, TV materials).

Table 4.1 Classroom Techniques, the purposes, teacher's roles, student's roles, and instructional material in teaching Reading.

No.	Techniques	The purposes	Teacher's roles	Student's roles	Instructional material
1.	Reading aloud	It can improve student's reading skill and pronunciation	Teacher as role modeling and signs of trouble	Monitor and student as participant	Textbook, slide in power point, materials in internet, and photocopy exercises.
2.	Silent reading	To know the student's ability to answer her question directly.	Teacher as manager and source of knowledge	Learn from the teacher and other sources and member a group	Textbook, slide in power point, materials in internet, and photocopy exercises.
3	question-answer	Helping the students concentrate on what they read and developing the effective reading strategy.	Teacher as instructor and evaluator	Monitor and tutor for another student	Textbook, slide in power point, materials in internet, and photocopy exercises.
4	Skimming	Helping the students to read and to answer all of	Teacher as instructor and facilitator	Show respect and member a group	Textbook, slide in power point, materials in

		questions quickly			internet, and photocopy exercises.
5.	Number heads	helps the student to interest reading lesson and they develop their confidence to share their opinion.	Teacher as instructor and source of knowledge	Learn from the teacher and other sources and actively in learning	Textbook, slide in power point, materials in internet, and photocopy exercises.

4. CONCLUSION

In curriculum 2013, English lesson must be given to the students on Junior High School. English becomes one of subject to be learned by the students. *MTs Negeri Surakarta 2* is one of school in Surakarta that chooses English as the foreign language as a subject. In English, language skills are including listening, speaking, reading and writing skills. The four language skills are supported by language aspects such as vocabulary, pronunciation, grammar, spelling, and structure.

Based on the explanation above, the researcher drew the conclusion that the English teachers at Junior High School. English becomes one of subject to be learned by the students, and reading is one of skills to be learned by the students in English leasson. *MTs Negeri Surakarta 2* used various classroom techniques in teaching reading which can improve the students' ability. Various techniques can make the students interested in English teaching-learning process. It does not make the class monotonous. The students became more active and creative. Based on the result, apparently, classroom techniques used by the teachers have important role in teaching learning process.

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